

APPENDIX

These three samples of assignments/assessments represent the key strategies by which candidates develop their capacity to analyze and respond to student-based evidence. Included are directions for the assignment (in red) and examples of candidate work.

1. Emergent Literacy Professional Exemplar
BEDUC 409: Knowing, Teaching, and Assessing in Reading, Writing, and Communicating
2. Final Paper
BEDUC 408: Multicultural Education/Social Studies
3. Analysis of Student Writing and Lesson
BEDUC 410: Knowing, Teaching, and Assessing in Reading, Writing, and Communicating

Emergent Literacy Professional Exemplar BEDUC 409: Knowing, Teaching, and Assessing in Reading, Writing, and Communicating

Overview: Emergent Literacy Profile (30 pts.)

The purpose of this project is to help you ground your understandings of emergent literacy by assessing a young child's literacy abilities. After working with a child in a kindergarten classroom, you will write a literacy profile that includes the following information: a short paragraph describing the child's preferences and strengths as you saw them during the first classroom visit, a description of the assessment context, an analysis of child's abilities in several areas, and a summary. This profile will be given to the kindergarten teacher for her use.

Based on your understandings of the child's literacy abilities and interests you will plan a short literacy activity for the child for the following class session. In addition to your literacy profile (with your notes and the child's writing), your final report should include a description of the literacy activity you chose for the child, why you chose it, what happened when you used the activity with the child, and what further activities you recommend. Your report should also include a reflection on your experiences with this assignment.

First Visit: Meeting

You will visit the kindergarten classroom to meet the child with whom you will be working for this assignment. After spending time with you, the child should be more at ease with you for the assessment the following week. The visit will also give you some insight into the child's interests and strengths.

Second Visit: The Assessment

During the next class visit you will spend 30 minutes assessing your child. Please do not feel rushed – whatever the child provides will be fine for this assessment situation. It is most important that the children feel successful and pleased following your work with them. Children generally enjoy the process because it consists of one-on-one time with an adult and it provides an opportunity to play with books, writing, and language. During your time with the child you will administer the Emergent Literacy Profile by sharing a reading and listening experience with the child.

Third Visit: Literacy Activity

During this final visit you will spend approximately 25 minutes with your child interacting around literacy activities that you have prepared/selected. These activities will be selected based on your analysis of the child's literacy profile.

The Report:

Your report should introduce the child and her/his interests, provide a description of the assessment in context, and analyze her/his abilities in several areas. Your report should be clearly written and conventionally correct. After grading and feedback, your report will be given to the participating kindergarten teachers. Please see the report format page for specific instructions.

Emergent Literacy Profile Directions

The Emergent Literacy Profile is an individually administered assessment instrument that evaluates children's literacy development in a format that reflects one type of reading and instruction they will experience – shared reading. It provides a holistic assessment of children's book handling skills, knowledge of concepts about print, ability to contribute to a shared reading experience and to construct meaning from text, emerging writing skills and letter recognition.

Description

The Emergent Literacy Profile includes a shared reading selection similar to those teachers use with big books. Children are asked to respond to the selection in a variety of ways to demonstrate their development in the following literacy areas:

Book Handling: Children are asked to demonstrate their knowledge of basic book handling skills by completing a few tasks before reading the selection.

Concepts about Print: Children demonstrate their knowledge of a few basic concepts about print by answering questions about the selection before they read it with the teacher.

Shared Reading/Constructing Meaning: While reading the selection together with the child, the teacher observes the child's participation in a shared reading experience. Children are then asked to retell the story to assess their ability to construct meaning from the selection.

Emergent Writing: You will have a sample of the child's writing to gauge their emergent development of writing.

Phonemic Awareness: Children are asked to complete some oral tasks in order to assess their development of phonemic awareness.

Letter Recognition : Children are asked if they see any letters that they know in the process of reading the text. They are also asked to name the letters of the alphabet using the pages at the end of the book.

Administering the Emergent Literacy Profile

The Emergent Literacy Profile should be administered to children who are at the very early stages of learning to read. It is not very useful for children who are already reading. The following are some suggested guidelines:

- Familiarize yourself with the student booklet, the directions and the record sheets that will be used to note your observations for each specific section.
- Introduce the Profile to children in a relaxed, supportive manner. Tell them that they will be reading a story together with you. After they finish, they will have a chance to talk about the story. Tell the children that they can take the book home afterwards.
- As you move through the Profile, support children with encouraging remarks, regardless of the accuracy of their responses. You will have 30 minutes with the children; don't feel that you need to rush. You will write a report based on what you have been able to do together.

The specific sections of the Emergent Literacy Profile should be administered in the following manner. You may use copies of the corresponding record sheets to keep track of your observations of each child.

Part 1: Book Handling

- Sit beside the child at a table. Place the booklet face down and upside down on the table. Explain to the child that you are going to read a book together. Tell the child to put the book on the table so that the cover shows and so that you can begin to read it together.
- Ask the child to point to the name of the story. If necessary, help the child find the title and then read it aloud.
- Ask the child to open the book and write his or her name on the inside cover.
- Ask the child to point to the first page of the story.
- Invite the child to go through the pages and predict what she or he thinks might happen in the story.

Part 2: Concepts about print

- Tell the child that you are going to read the story together. Ask the child to point to where you are going to read on the first page. Ask the child where you should start reading. Ask the child where you should read after that (directionality and reverse sweep).
- Using two index cards in a “sliding door” fashion (we’ll demonstrate in class), ask the child to show you a letter. Using the same two index cards, ask the child to show you a word. Ask the child if there are any letters on the page that s/he can name.
- Run your hand below the first sentence. Ask the child to tell you what that group of words is called.

Part 3: Shared Reading/Constructing Meaning

- Read the book aloud, pointing to words in a sweeping motion from left to right as you read. Encourage the child to talk about what is happening on each page of the story.
- Stop from time to time to invite the child to predict what might happen in the story.
- Read the story a second time, encouraging the child to chime in with any parts s/he knows. Encourage the child to turn the pages.
- After the second reading, ask the child to flip through the pages and retell the story to you. If the child has difficulty getting started, prompt him or her with questions about the pictures.

Part 4: Emergent Writing

- You will use a sample of the child’s writing done at an earlier time to get information about the child’s emergent writing development.

Part 5: Phonemic Awareness -- Rhymes

- Tell the child that you are going to play some word games.
- Say “When words rhyme they sound the same at the end. For example, sun, fun and run rhyme. I’m going to say a word and I want you to give me a word that rhymes with my word.
- Practice Items: Listen to this word – “Dig.” Tell me a word that rhymes with “dig.” (If necessary give examples like big, pig, fig and wig.)
Tell me a word that rhymes with “Dark.” (park, bark, etc.)
Tell me a word that rhymes with “Boy.” (joy, toy, etc.)
- Assessment: Do not provide help with these items or tell the child whether the response is correct. If the child misses three items stop this section of the assessment. Use the record sheet to keep track of the child’s responses. Mark correct responses with a check. If a child gives an incorrect word write that word. Write 0 if the child does not respond.

Part 6: Phonemic Awareness – Beginning sounds

- Say: Words can begin with the same sounds. Listen to these words: boy, ball and balloon. All of these words begin with the same sound /b/. Can you think of another word that begins with that sound? (book, bike, baby, etc.)
- Practice Items. Say: Ride. What sound does “ride” begin with? (/r/) Can you think of another word that begins with the same sound as “ride?”
Jam. What sound does “jam” begin with? /j/ Can you think of another word that begins with the same sound as “jam?”
Girl. What sound does “girl” begin with? /g/ Can you think of another word that begins with the same sound as “girl?”
- Assessment: Do not provide any help with these items or tell the child whether the response is correct. Read the words on the assessment sheet, marking the sound and the word that the child gives on the sheet. If the child misses three items, stop this section of the assessment.
What sound does ____ begin with? Tell me another word that begins with the same sound.

Part 7: Letter Recognition

- Turn to pages 10 and 11 in the booklet. Tell the child that you are going to ask him or her to name the letters on the page. Ask the child to point to and name any letters s/he recognizes on the two pages. (I often use a card to underline the words and help the kids keep their place on the page.)

Acknowledge the child for his/her good work. Thank the child for helping you with your class assignment and for helping you learn how to become a teacher!

Emergent Literacy Profile Report Format

1. Write a paragraph about the child and his/her interests and strengths as you saw them during your three visits. Be sure that you can justify all of your statements (“John likes blocks – during choice time he picked blocks and said that he loves to build with them.”).
2. Write a paragraph describing the Emergent Literacy Profile assessment context. This should include any limitations to the assessment as you saw them. (“Jason was rubbing his eyes and yawning by the end of the assessment – I think he got tired - and therefore I’m not sure that my assessment of phonemic awareness, which occurred at the end of the assessment, is accurate.”)
3. Describe what the child did during the assessment and what inferences you might make in terms of his/her reading/writing abilities. For example, “Mary couldn’t use the cards to show me a ‘word.’ In addition, she wrote in a letter string on her picture. These two things show me that she doesn’t yet have the concept of ‘word.’” You may also use evidence from the other two visits you had with your child. (It would be great if you did!) Please describe the child’s work in the following 6 areas, with a paragraph or sentence for each area. If you didn’t get any evidence for a particular category please say so.
 - a. Book handling
 - b. Shared reading/constructing meaning
 - c. Concepts about print
 - d. Emergent writing
 - e. Phonemic awareness
 - f. Letter recognition.
4. Write a paragraph that is a summary of your findings across all the areas.
5. Include your assessment notes and the child’s writing sample with this work.
6. On a separate page describe the literacy activities you did with your child, why you chose the activities, how the child responded, and your further recommendations.
7. On a separate page, write a reflection on your experience of this assignment. What was easy or challenging about this process? What, if anything, surprised you? How has the experience helped you to think about the coursework? Are there lessons from this experience that you will take with you into the classroom as a beginning teacher? Is there anything you would change about the process?

Evaluation – Emergent Literacy Profile

Performance Criteria:

Inclusion of all parts of project (paragraph about child, description of assessment context, analysis of 6 different areas, summary, assessment notes, sample of child's writing, description of literacy activities and why chosen, recommendations for further activities, reflection)

Evidence of understanding of emergent literacy concepts

Evidence of ability to analyze data regarding child's literacy development

Evidence of suitable application of data and analysis in selection of literacy activities and recommendations

Inclusion of at least two appropriate references to your reading

Evidence of skill in clear, conventionally correct, and audience-appropriate writing

Evidence of thoughtful, specific reflection

Rubric:

- | | |
|---|--|
| 5 | All parts of the project are included |
| 5 | Accurate and insightful understanding of emergent literacy concepts |
| 5 | Accurate and complete analysis of data |
| 5 | Appropriate application, well-targeted recommendations |
| 5 | Clear, audience-appropriate writing, error-free |
| 5 | Thoughtful, specific reflection |
| | |
| 4 | All parts of the project are included |
| 4 | Accurate understanding of emergent literacy concepts |
| 4 | Accurate analysis of data, although some may be missing |
| 4 | Appropriate application, general recommendations |
| 4 | Clear and audience-appropriate writing, few errors |
| 4 | Thoughtful reflection, although some aspects superficial or global |
| | |
| 3 | One part of the project is missing |
| 3 | Some misconceptions regarding emergent literacy concepts |
| 3 | Limited or some inaccurate analysis of data (important data missing) |
| 3 | Some appropriate application, some off-target recommendations |
| 3 | Audience-appropriate writing, but with disorganization and/or errors |
| 3 | Reflection generally superficial or global |
| | |
| 1 | Parts of the project are missing |
| 1 | Many misconceptions regarding emergent literacy concepts |
| 1 | Inaccurate or minimal analysis |
| 1 | Inappropriate application, unclear recommendations |
| 1 | Disorganized and audience-inappropriate writing, many errors. |
| 1 | Reflection is limited and superficial |
| | MUST BE REDONE |

30 Points Total

The Child

Christopher is a 5 ½ year old kindergarten student at Juanita Elementary. He has a little brother, Mason, who is 2 ½ and a dog named Nellie. Christopher would like to have a cat, however, his mother has allergies and cats make her sneeze. Either Christopher's mother or his father brings him to school each day by car. Christopher's mother is going to have a baby soon. His friends at school include Gabe, Brandon, and Ian. On the playground, Christopher enjoys going on the slide. At home he has a Batman bike that he likes to ride in his garage or at the park. After school he goes home and has lunch; in the afternoon he enjoys watching television.

On October 4, the first time I met Christopher, I was paired with my classmate Mary Stonich; at that time, Christopher seemed slightly overwhelmed with the attention of two adults. On that day, Mary, Christopher, and I observed the tree outside of the kindergarten classroom. Upon returning to his desk, Christopher drew the tree and colored the leaves and trunk, with great attention to detail. Christopher did not want to write about the tree, but wrote his name on the top of his paper. The following times we met, Mary was paired with another student, so Christopher and I were able to work one-on-one.

The Context

I administered the Emergent Literacy Profile to Christopher at his desk in the kindergarten classroom at Juanita Elementary on October 11. At that time Christopher was more interested in coloring a worksheet than in reading *Four Little Puppies*. I did attempt to have him do the assessment, however. I read the story to Christopher one time, completed the Letter Recognition section, finished the Rhyme section, and attempted Beginning Sounds. As I did not feel success with the first attempt, I tried again to complete the assessment the following week on October 18.

Book Handling

On October 11, Christopher turned the book right-side up and identified the cover when asked. When questioned where the title of the book was, he replied, "I don't know." I read the book to Christopher one time and was not able to assess many of the categories due to his level of cooperation. As Christopher did not seem to want to participate in the Emergent Literacy Profile, we decided to read a different book together instead. Christopher selected the book *Verdi*, a picture book by Janell Cannon. Again in this instance, Christopher put the book right-side up. He located the title and had a good sense of when to turn the pages as I read to him. He turned the pages in sequence and did not skip any pages.

Shared Reading/Constructing Meaning

During the first session when I attempted to give the Emergent Literacy Profile assessment to Christopher, I was not able to assess this section. The following session, however, Christopher was slightly more interested in reading the story. He followed the print with his eyes, and either remembered the story or used the pictures to make predictions. To my surprise, during the second session, Christopher chimed in with rhyming pairs and on repeated/predictable phrases ("and then there were three" and "and then there were two"). I found this to be fascinating; as he hadn't appeared to be paying much attention to the story the first time we read it, which was an entire week before. Neither on October 11 nor on October 18 did Christopher want to read the story more than once; I was not able to assess any of the categories for "retelling."

Concepts About Print

In reading *Four Little Puppies* to Christopher the first time I attempted the assessment, and in reading the book *Verdi* to him, it was clear to me that he understood that print is read. Christopher identified the letter “A,” but said, “No,” when asked to identify a word when looking at *Four Little Puppies* the first time.

On the second attempt of the Emergent Literacy Profile, Christopher correctly identified a word when asked. He knew where to start reading and knew that print was read left to right. I was not able to assess if Christopher understood the concept of “sentence” or the concept of “reverse sweep” on either occasion due to his level of cooperation.

Emergent Writing

Christopher did not want to write about the tree after observing it on October 4. He did, however, write his name on the tree paper. While writing his name, he named each letter. Christopher drew to convey what he observed about the tree. His drawing was quite detailed, and included a large hole on the front of the tree where a branch had broken off. As he did not do a writing sample other than writing his name, I was not able to assess his use of letters to represent writing, use of consonant sounds when writing, or use of spaces and punctuation.

Phonemic Awareness

On October 11, I was able to assess Christopher on Rhyme and Beginning Sounds. Christopher was able to tell me rhyming words for six of the eight words on the list (bat/hat, got/hot, rug/hug, be/we, fog/hog, mill/will). The exceptions were “wet” for “head” and “one” for “fan.”

When asked to name beginning sounds, Christopher did not respond for “sink,” but replied “m” for “more” and “d” for “donkey.” He said he didn’t know for “pie” and refused to answer for the remaining words. On October 18, I attempted to assess Christopher for the words “donkey,” “lion,” and “balloon.” He answered, “Don’t know,” for all three so I stopped.

Letter Recognition

On our first attempt at the Emergent Literacy Profile, Christopher did not want to read the story, but he was interested in identifying the letters on pages 10 and 11. He named all of the capital letters correctly and read each line left to right. Christopher recognized all of the lower-case letters, with the exception of “t” and “q.” He identified “t” as “i” and could not identify “q.” When he got to that letter, he just exclaimed, “Uh-oh!” Again, on the lower-case letters, I observed that he read from left to right.

Summary of Findings

As a result of my assessment of Christopher through the Emergent Literacy Profile, I believe him to be in the partial alphabetic stage of word learning as described by Barbara J. Fox (Fox, 2008). Through assessing Christopher’s Book Handling, I was able to see that he knew what the cover was, knew when the book was right side up, knew where the title was, and was able to turn the pages in sequence. For Shared Reading/Constructing Meaning, Christopher followed the print with his eyes, used pictures to make predictions, chimed in with rhyming pairs, and chimed in on repeated/predictable phrases. Under Concepts About Print, Christopher understood that print is read, identified a letter, identified a word, knew when to start reading, and knew that print is read from left to right. Christopher’s Emergent Writing assessment indicated that he was able to write his name as well as draw to convey meaning. For Phonemic Awareness, Christopher was able to show that he has rhyme awareness; he was also able to name the beginning sound of two of the eight words given. Christopher’s Letter Recognition was

good; the only letters he did not identify correctly were “t” and “q.” The Emergent Literacy Profile indicated to me that Christopher was beginning to understand the alphabetic principle. He was able to give the names and sounds of most letters, find words in sentences, and find letters in words. Christopher also associated meaning with picture cues. He still drew pictures to convey meaning, as in the prealphabetic stage, but for most of the areas I was able to assess he fit the partial alphabetic profile.

Literacy Activities

As a result of my work with Christopher on the Emergent Literacy Profile and determination that he was at the partial alphabetic stage (Fox, p. 17-19) of word learning, I decided to do the “I Spy” activity (Fox, p. 59) with him. This activity is aimed at developing phonemic awareness, something I felt Christopher would benefit from. We completed this activity during our meeting on October 18 following our second attempt with the Emergent Literacy Profile assessments.

Using picture cards^[1] that I had made, I placed four cards on Christopher’s desk and asked him to point to something that started with “B.” He quickly pointed to a correct card and placed it on the left side of his desk. In short order, Christopher accurately identified all sixteen picture cards, sorting them in rows with the same beginning sound (B, C, F, P). In similar fashion, I then asked Christopher to select from six cards, pointing to something that ended in “R.” Again, he quickly selected correctly and moved the card to the left side of his desk. Once again, Christopher accurately selected and sorted the picture cards by determining their ending sound (L, N, R, T). Christopher was still engaged with the cards so I made a quick three-column chart on a piece of paper; he identified and placed all cards with pictures beginning with B, P, and F in the correct columns. Next, I made a three-column chart for words ending in R, T, and N. In no time, Christopher had all of them sorted correctly.

Christopher had begun to tire of the picture card activity, so we decided to read a book together. He selected *Possum Come a Knockin*, a picture book by Nancy Van Laan with an infectious rhyme. We then read *The Gingerbread Man*. Lastly, during our time together, we talked about the letter “M” which was written on the board. Christopher named some words beginning with “M” including “mouse,” “mom,” and “motorcycle.” Following that discussion, our time together came to a close. Unfortunately, Christopher was absent during the last class meeting, so I was not able to meet with him again.

My recommendation for Christopher would be to continue working on his rhyme awareness. Some ways in which this could be accomplished would be by participating in some of the activities suggested in *Word Identification Strategies*, such as “Rhyming and Beginning Sound Picture Sorts” (Fox, p. 34). In this activity, using picture cards and lunch sacks for sorting, students discuss rhyming words or words that begin the same and sort them into the sack of words that are alike. I would also recommend that Christopher work on his phonemic awareness by participating in an activity such as “Picture Blending” (Fox, p. 55, 56). This activity uses pictures to develop the concept of blending using large pictures of familiar objects cut into parts, such as /b/, /oa/, /t/ for “boat.” In saying the sounds and pushing the pictures together, students get a concrete visual reference to illustrate the idea of blending sounds into words. In addition, I would recommend that Christopher be exposed to a variety of simple, predictable texts in his reading (Brown, Dec. 1999-2000). All in all, I believe Christopher to be

^[1] Picture cards included: Ball, Bear, Bell, Boat, Boot, Bottle, Butterfly, Cookie, Fan, Fish, Flag, Flower, Pan, Pear, Pencil, and Pumpkin.

at the correct developmental level in his word learning; he needs continued interest and challenge to advance.

Reflection

I thoroughly enjoyed the experience of working with Christopher and completing this assignment. The most challenging part about this process was in getting Christopher to participate in the Emergent Literacy Profile. I attempted the assessment on October 11, but he was much more interested in coloring his worksheet; during second try on October 18, his level of cooperation was much the same. Of course, I will never know why he was not interested – perhaps the black and white photocopy didn't draw him in or he simply preferred reading about snakes, possums, and gingerbread men. The easiest part of this assignment was being in the classroom; I felt quite comfortable in that setting and in working one-on-one with a student. I was quite surprised when Christopher knew all of the capital letters and all but two of the lower case letters. In addition, I was astounded with how well Christopher did with the "I Spy" literacy activity. Christopher clearly knew the beginning and ending sounds for the pictures I had selected. This definitely caught me off-guard; I would have chosen a more challenging or an additional activity if I had known how easy it was for him.

My experience with Christopher has been a critical link in my thinking and in connection with the coursework. It has been years since I have been in contact with emergent readers, and through reading the assigned texts, classroom discussions, and working with Christopher, the concepts have become clear to me. I enjoyed learning about the stages of word learning and through working with Christopher, coming to the conclusion that he is in the partial alphabetic stage. It was phenomenal to observe his problem-solving and the first stages of understanding the alphabetic principle. The lessons from this experience will certainly be valuable to me in the classroom as a beginning teacher. I can see myself using suggestions from *Word Identification Strategies* (Fox, 2008) for working with students on developing phonemic awareness, using analogy-based word identification strategies, and using structural analysis to increase student reading skills; it will be quite helpful to have this background and the text as a useful reference. Lastly, I do not believe there is anything that I would change about this process. It has been enlightening to work with a "real" student in a classroom setting using knowledge gained through reading, class assignments, and discussions; the experience gained could never be duplicated in a traditional college classroom.

References

- Brown, K. J. (1999). What kind of text – For whom and when? Textual scaffolding for beginning readers. *The Reading Teacher*, 53(4), 292-307.
- Fox, B. J. (2008). *Word identification strategies: building phonics into a classroom reading program* (4th Ed.). Upper Saddle River, NJ: Pearson Education.

Final Paper

BEDUC 408: Multicultural Education/Social Studies

During the fall quarter I had the opportunity to be a student teacher at a junior high school. I observed student involvement in lessons and activities as well as student interactions and behavior in various classes. In a government class, I observed eighth grade students learning about immigration to the United States through Ellis Island. The level of instruction, at the time, seemed sufficient to me. After reflecting on what I learned about multicultural education, I noticed obvious and correctable parts of the lesson that could give students a better perspective of what marginalized groups experienced when entering the United States. By applying Banks's four Approaches to Multicultural Curricular Reform, I thought of ways to improve the instruction so that students could learn about the construction of knowledge. By teaching about point of view and bias, students will learn to interpret historic records in order to gain a better idea of what truly happened. In addition to teaching the students about the creation of knowledge, I will draw from three other dimensions of Banks' Dimensions of Multicultural Education in order to improve the learning environment for all students. I will provide course content that includes a wide range of cultures, provide an array of learning opportunities that meet the needs of a diverse group and remove prejudice from the classroom (Banks, 1995). I will also seek to prepare students to be informed, active citizens that know how to use thoughtful reflection before making decisions (Banks, 1999). The goal of the social sciences should be more than just provide information. Students should learn that they can change society and should be inspired to take action.

The day before the Ellis Island activity, students were asked to sign up to bring a soda beverage or a dessert to be shared with the rest of the class. The students were under the assumption that they were going to have a party the next day. When the students arrived the following day, they were each given a visa on which had been written a nationality, religion, and occupation. After each student received a visa, they were told to stand in a long line. The teacher then asked each immigrant questions about the United States, personal information and health status. The teacher quickly passed the English immigrants into the country, while the other students often were sent to the back of the line. Those who passed were sent into the classroom to enjoy the beverages and foods. The frustrated students still in line watched through large windows as the food began to dwindle. Finally, with minutes remaining in the class period, the last of the immigrants were passed through to enjoy what was left of the treats. The object of the lesson was for the students to gain an understanding of the nationalities of the people immigrating, the process they went through and the hardships and unfairness they experienced.

Through Banks's Approaches to Curriculum Reform, the immigration activity could have been improved to provide a more accurate and enriching learning experience. The Contribution Approach, the first level of curriculum reform, could be applied to this activity by having the students bring authentic foods and clothing relative to the immigrants. Upon passing into the country, the immigrant could display customary clothing and foods, and tell classmates about the customs and holidays immigrants contributed to the new society. Overall, this type of activity would probably be more appropriate for younger elementary school classes, but would have at least been more educational than having the students bring in cookies and soda pop.

The next level of reform, the Additive Approach, would have incorporated learning about how other ethnic groups entered the United States and how these groups contributed to the

national identity. Students could compare the struggles each group faced in order to make it to the United States. Students could learn about the way the majority group in a country can, and often will, oppress and exploit the minority groups. Students could also look at the idea of immigration from the Native Americans' or African Slaves' perspectives. They could learn that not everyone considered immigration a favorable thing.

Through the Transformative Approach, students will be encouraged to question why the immigration of certain minority groups has been overlooked in school curriculums and text books. For example, the historical accounts of immigration in a text book may focus heavily on the movement of Europeans into the country. This could be the main focus of immigration because the author of the textbook was a European. The textbook may not contain information about the mass immigration of Asians through Angel Island in California, even though Ellis Island and Angel Island were active for roughly the same time span (Banks, 1999). Students could further question why the immigration of other groups such as Latin Americans was not a part of the instruction. Since 1850, the number of European immigrants to the U.S. has steadily decreased as the number Latin American immigrants has greatly increased (Parker, 2009). Through the Transformative Approach, the instructor will teach students about the concept of knowledge construction. Students will learn to question an author's perspective and motivation in writing a historical account. Students will also learn the difference between primary and secondary sources, so they can see how stories change as they pass from one to another. By learning about knowledge construction, the students will understand that just because someone writes a book, it doesn't mean that the author gives an objective picture of reality.

Through the Social Action Approach, students will apply their understanding of knowledge construction to pick apart the biases and focus on correcting a problem. In the case of the Ellis Island unit, students may want to address the under-representation of minority groups in the chapter on immigration. They must then ask, "What can we do about it?" The students will use their knowledge to generate alternatives and predictions. The class will also learn to clarify their personal values. They will then put their plans of action in order based on the values they previously identified. Finally, the students will execute their plan of action, understanding that they will be responsible for what happens. They may decide that they should write letters to the publisher of the text book. They might also write to their superintendent about requiring schools to use only textbooks that accurately and fairly represent minority groups as well as the majority. The goal of the Social Action Approach is to teach students to reflect on their decisions and inspire them to become active citizens in their communities (Banks, 1999).

With the example of the immigration activity, I demonstrated how teaching an understanding of the knowledge construction process will improve the level of multicultural education that my students receive. In addition to this dimension of multicultural education, I will also utilize the dimensions of content integration, equity pedagogy, and prejudice reduction in order to provide my students with more opportunities to succeed.

I will utilize the dimension of content integration by providing my students with examples and materials that include a variety of cultures and ethnicities. During the immigration activity I would be sure to address the historical perspective of immigration through experiences of several diverse groups. I will also teach about the individuals of minority groups that have made notable contributions to society.

Through the dimension of equity pedagogy, I will focus my efforts on discovering ways to help each student learn. The school I visited for part of my student teaching experience had a Caucasian majority. Along with this majority, the student population consisted of several

students with different ethnic backgrounds and even some students who were born in foreign countries such as Mexico, Ukraine, the Philippines, China, Korea, Pakistan, India and Bulgaria. A major misconception is that students of the same culture have the same learning strengths. I will focus on these students' individual strengths in order to find out how they learn. Knowledge of the socialization experiences in these students' home will help me understand how they will learn best (Banks, 1995).

The dimension of prejudice reduction focuses on removing racial attitudes and replacing them with democratic values (Banks, 1995). According to Parker, teaching the terms prejudice, respect, stereotype, race, customs, religion and tolerance can help students to overcome prejudice. By understanding these words, students will be able to discuss issues of prejudice. I will also show my students the perspectives several cultural groups have regarding the same event. Students will also benefit by working in small groups of individuals with different backgrounds. The students will learn to share, listen and communicate with each other. I can invite parents and guest speakers of various cultures to speak to the class or participate in activities with the students. The art and music of various cultures can also provide great learning opportunities for the class. The students will learn that art and music of other cultures can be enjoyed by all. It is also important to teach the class the value of being multilingual. The school I visited had several students who were multilingual. It is important that these students and their peers understand that knowing languages is an advantageous and desirable skill. The multilingual students will be less likely to be embarrassed of their culture when they see that their skill with a second language makes them special (Parker, 2009).

By applying Banks's Approaches to Curriculum Reform and Dimensions of Multicultural Education, I will be able to teach my students to recognize the faults of biased writings and expose them to the contributions of marginalized groups today and throughout history. I will teach them to become reflective decision-makers and active citizens. My classroom will become an environment where students of all backgrounds can learn and will be expected to succeed.

References

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Parker, W. C., & Jarolimek, J. (2009). *Social Studies in Elementary Education. Tenth Edition*. Prentice-Hall, Inc., Simon and Schuster/A Viacom Company, Upper Saddle River, New Jersey 07458.

**Analysis of Student Writing and Lesson
BEDUC 410: Knowing, Teaching, and Assessing in Reading, Writing, and
Communicating
Teacher Candidate Example Assignment**

Project 1 – Analysis of student writing and lesson plan (15 points)

Analysis

Analyze your intermediate student's writing and spelling based on a sample of his/her writing and a writing conference. Write a brief report (3 pages double spaced max.) describing your student's writing in terms of:

1. The meaning of the piece. What is the author writing about? What does the author say that is important?
2. The 6 Traits assessment system, using category descriptors and justifying your reasoning. Please do not score the piece. If possible, also include your thoughts about the ways in which this piece relates to other writing the child has completed.
3. The kind of ownership of writing that your student demonstrates including preferences for topic or genre
4. What you notice about your student in terms of spelling development.

Lesson Plan

On the basis of your analysis, create a writing or spelling lesson that is appropriate for this child's learning at this time. Your lesson plan should include:

1. Outcomes appropriate for the child and your rationale for selecting them
2. Any materials that would support your lesson and why you chose them
3. Your instructional strategies for meeting your lesson outcomes.
4. An assessment that would give you information about the child's learning.

Evaluation Criteria:

- Inclusion of all parts of project (writing sample, analysis, lesson plan)
- Evidence of ability to describe and analyze the child's writing for meaning, 6 Traits, spelling development and ownership
- Evidence of appropriate application of analysis to lesson plan
- Lesson plan includes outcomes, rationale, materials, instructional strategies, and assessment
- Outcomes are clear and aligned with instructional strategies and assessment
- Appropriate use of at least two different references
- Evidence of skill in conventionally correct and audience-appropriate writing

Project 1 – Analysis of student writing and lesson plan (15 points)

Scoring guide:

Points	Criteria
8	Detailed description and thorough analysis of the student's writing for meaning, 6 Traits, spelling development and ownership
	Evidence of appropriate application of analysis to lesson plan
7	Lesson plan includes outcomes, rationale, materials, instructional strategies, and assessment
	Outcomes are clear and aligned with instructional strategies and assessment
	Appropriate use of at least two different references
	Conventionally correct and audience-appropriate writing
	Inclusion of student writing sample
	Total

ANNIE

Annie shared an enthusiastic, two-page piece of writing titled, "Becoming a Singer & Actress." She wrote this piece in response to a writing prompt assigned by the teacher of her fifth grade classroom. She read her piece aloud from her hand-written draft, although at the time she presented her work to us she already had completed a round of editing, revisions, and created a typed version. Without benefit of having a copy of her draft, we don't know in detail what revisions she made between these efforts. We later received her typed version and include that version with this analysis.

Her engaging introductory sentence asks readers if they ever "feel like . . .break[ing] out into song and dance." The clarity of her writing conveys well her love of performance and her conviction that she wants to sing and act when she grows up; she yearns for the feeling of "being swept away by screaming fans on the sidelines of the legendary red carpet." After introducing her goal of becoming a singer and actress to the reader, Annie also explains steps readers can take to reach her goal. From this single writing sample, Annie's writing shows an already well-developed facility with the six-plus traits of writing and her capability in the writing process.

Her ideas are rich and her writing is clear. Not only does she give compelling reasons for why she wants to be in show business, but she also gives readers a road map to their own career as a star. She recommends auditioning for a musical or play, taking voice lessons, and for aspiring performers to believe in themselves. Annie chooses some of her words carefully, but

there are some places where she could make her writing more vivid. In one example, "You might want to audition for an exciting musical or play that interests you." While Annie's message to readers is apparent in this sentence, she could inspire her audience by making her word choice more lively or by offering real life examples of scintillating works. One of the strongest aspects of Annie's writing is the flow of the piece. You can hear Annie's confident speaking voice throughout the piece, and each sentence links to those around it. Her varied sentence lengths and sentence structures sustain readers' interest throughout the piece.

Perhaps as a result of how the writing prompt was stated, Annie utilizes two distinct voices in the piece and writes with multiple purposes in mind. This makes the piece less well-organized around its purposes than it could be. Annie alternates between writing an informative essay about her personal goal of becoming a singer and actress to advising others of what they should do to attain her goal. There are changes in voice and purpose she uses in addressing the audience that are distracting to the reader. In the opening paragraph Annie tells the reader about her goal as well as a few facts about herself. In the second paragraph Annie begins to offer advice to the reader instead. The third paragraph returns to describing ways that she is working to attain her goal. The final three paragraphs alternate in this way. Annie could benefit from honing her purpose in writing this piece. Once she decides her purpose, Annie should be able to reorganize her essay so that it maintains the wonderful flow and pacing of her second draft.

While we are unsure of how much effort has gone into revision, there were minimal spelling and convention errors in her typed piece. Looking over her shoulder as she read her draft aloud, and in the typed version we received, we found no misspellings. Annie is likely somewhere in the Derivational Relations stage of spelling where she could benefit from additional knowledge of bases and roots. However, with only a single typed writing sample, it is impossible to assign her to a spelling stage with certainty.

In talking to Annie about how she sees herself as a writer we gained some insights but were also left with some ambiguity. Annie feels that writing is not difficult but she does not write in her leisure time. She used to write novels at home for fun and it was unclear why she no longer writes for pleasure; this could be due either for lack of interest or lack of time for this obviously engaged and lively person. The contrasting energy evident in our discussions with her about her pleasure in reading make us suspect her enthusiasm and motivation for reading is more intrinsic and greater than her enthusiasm for writing.

Annie displayed writing ability in our cursory assessment utilizing the six traits. However, we believe her writing in this piece could be made stronger with revision in clarifying purpose and making consistent her voice in addressing her audience. Learning how to organize around a well-defined message and keeping voice consistent will make Annie an even stronger writer.

Name: Joan Hsiao & Jess Long

Date: February 5, 2008

Subject/Grade Level: Literacy (Writing)/ 5th grade

Unit: Expository Writing ("What I Want to Be When I Grow Up")

Lesson Title: Consistent Voice and Purpose

Description of the Learning-Teaching Context: 5th grade student. Student has completed draft and edited versions of a piece of writing. This particular piece was written from a prompt. (Don't know how often students write from prompts in this classroom or how the teacher envisions using this writing)

Rationale: The single writing example we obtained from this student is expressive, fairly well-organized and written with engaging ideas. In order to improve the organization and power of the piece, the author could work to keep a consistent voice throughout. She can accomplish this by clarifying the purpose of her writing and by keeping the same voice as she addresses her audience.

Objective(s)/Learning Target(s):

To articulate the purpose(s) of her writing titled, "Becoming a Singer & Actress."

To analyze her writing to determine areas for improvement in conveying the purpose(s) and maintaining consistent voice toward this purpose.

To revise her writing with regard to purpose and consistency of voice.

Standards(s):

EALRs:

1.3 Revises to improve text

2.1 Adapts writing for a variety of audiences

4.1 Analyzes and evaluates others' and own writing

4.2 Sets goals for improvement

GLEs:

1.3.1 Revises text, including changing words, sentences, paragraphs, and ideas.

2.1.1 Applies understanding of multiple and varied audiences to write effectively.

4.1.1 Analyzes and evaluates writing using established criteria

Assessment of Learning: Teacher will compare student's revised draft with the edited version she already completed. In comparing the drafts, teacher will _
note what revisions student has made that make clearer the purpose of this writing and also what revisions she has made to make consistent the voice

addressing the audience of her writing.

Instructional Strategies

Teacher Instruction

Student Activities

Anticipatory Set: This lesson will take place in a writing conference between student and teacher.

Teacher will ask the student about the content of this piece, e.g., how long she's wanted to be a performer to establish her accomplishment in interesting me through her writing. Teacher also will point out colorful phrases and ideas that are particularly engaging.

Annie will talk about her aspiration to be a singer and actress and also about the experience she's had writing this piece already.

Lesson: Teacher will ask student to articulate what the prompt and/or purpose(s) of the piece were as assigned. Teacher will point out a couple of contrasting places that make this not entirely clear. ("Here you are telling the audience what you want to be." And "Here you are telling audience members how to become a singer.")

Annie will articulate what she believes is the goal of her writing as communication to her audience. This may or may not be an exact match with the teacher's original writing prompt.

Teacher will show the student one place where the changing voice in addressing the audience makes it confusing what the writing seeks to accomplish overall. Teacher will ask student to identify another place that could be confusing.

Annie will read her draft aloud.

Annie will identify another place that could be improved.

Teacher will ask student to work independently to 1) articulate the purpose(s) of the piece and 2) to identify and revise the opening paragraph and other places so that this purpose is clear and consistent throughout. In particular, teacher will ask her to pay attention to the voice she uses to

Annie will work independently to edit her draft. She will not need to complete a full, re-typed draft.

address her audience and make that voice consistent, also toward the goal of making her purpose consistent throughout.

Closure: Once student returns with her revised draft, teacher will have her read it to me. Teacher and student will discuss the changes she made and how these accomplish the goals of making her purpose clear and the rest of her writing consistent in supporting that purpose.

Annie will read her draft with revisions and discuss changes she has marked for this round of revisions.

Materials/Preparation Needed: Pencil, two copies of Annie's work, post-it notes.

Modifications: Teacher will be cognizant of the fact that Annie has presented a piece of writing she already has spent time editing and revising. She may be "tired" of working on this piece or consider it "finished." This may mean she will be reluctant to make many more changes, and that she may be put off by the idea that there are still changes that could be made on her "final" draft.

Enrichment: Annie may want to talk about other possible ways of organizing this piece so that she demonstrates understanding that there is not only one way of improving her writing. If she still wants to work on this piece, teacher might encourage her to examine her writing for places she could enhance vividness by attending to word choice.

Feedback: When Annie returns with her revised draft teacher will focus our discussion on changes she made and how they have enhanced her writing and made her writing clearer and more compelling because of improvements in having the whole piece support her purpose and in consistency of voice in addressing her audience.

Assessment of Teaching: N/A
